# ORGANIZATIONAL CLIMATE AND OCCUPATIONAL STRESS AS PREDICTORS OF TEACHER EFFECTIVENESS AT SECONDARY SCHOOL LEVEL

## A SYNOPSIS

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## INTRODUCTION

Education is one of the greatest service provided by teachers. It is vital for anything. The role played by teachers becomes a very important component and in fact it can be said that they are in way our nation builders. Teachers work in close co-ordination with students to help them in building up their future. They mould the students to bring out their skills or improvise them, teaching good habits/attitudes and helping them to become good citizens of the nation. Teachers are one of the main pillars of a sound and progressive society. A teacher can be an inspiration to million without even knowing it. There are numerous problems faced by teachers in schools, colleges etc. Bad Discipline, Poor Performance by Students, Student Absenteeism, Lack of Support from Parents, Lack of Ambition for students to do well, Low Self-Confidence, Attitudinal Problems or Personality Disorders of Students are some of the common problems encountered by teachers. In fact teachers become accountable for every progress of the student. It is well accepted fact that the quality of the nation depends upon the quality of education imparted to its students which in turn depends upon the quality of teachers.

The performance of good teachers depends upon the specialization of the subject or field to be taught and professional knowledge and understanding of educational process and teaching skills. The effective teaching also depends upon organization of school**.** Organizational characteristics that are likely to cause stress include person-organizations fit, organizational rules and policies, supervisory relationship, and work environment. The daily interaction with pupils, co-workers and fragmented demands of teaching in general, often lead to overwhelming pressure and challenges which further lead to stress and strain. Organizational climate as the "personality" of an organization, school climate as the "personality" of a school describe in terms of social interaction between teachers and principals and among members of teaching staff (Helpin 1966). Teachers are over burdened with regular teaching load. A uniform work load for all the teachers may not be a satisfactory solution but differential work generates discontent among teachers, occupational satisfaction is a necessary condition for a healthy growth of teacher's personality. A teacher at present has a vulnerable position and has low self-esteem and that is the main reason for psychological stress which is affecting teacher effectiveness to greater extent.

## CONCEPT OF TEACHER EFFECTIVENESS

When we consider the complex task of teaching, effectiveness is an elusive concept. Some researchers define teacher effectiveness in terms of student achievement. Others focus on high performance rating from supervisors. Still others rely on comments from students' administrators, and other interested stakeholders. In fact, in addition to effective, we vacillate on just how to refer to successful teachers. Cruickshank and Haefele (2001) noted that good teachers, at various times, have been called ideal, analytical, dutiful, competent, expert, reflective, satisfying, diversity-responsive and respected.

More effective teachers create a positive climate for learning by challenging pupils' ideas, inspiring them, being more innovative in their practice and differentiating amongst pupils according to their abilities and interests where appropriate. The best teachers are not necessarily those with the most experience. They are the ones with enthusiasm for their work, high aspirations for the success of every pupil, positive relations, high motivation, commitment and resilience. Combining good knowledge of their subject and teaching practice and providing support tailored to the individual needs of each child, these teachers focus on building self-esteem, engendering trust and maintaining respect. Medley and Shannon (1994) recommended that all evaluations of teachers be based on information about teacher effectiveness but noted that direct information about teacher effectiveness is not available, many teacher evaluations are based on information about teacher competence or teacher performance". Anderson (1991) stated that "… an effective teacher is one who quite consistently achieves goals which either directly or indirectly focuses on the learning of their students". Dunkin (1997) considered that teacher effectiveness is a matter of the degree to which a teacher achieves the desired effects upon students. He defined teacher competence as the extent to which the teacher possesses the requisite knowledge and skills, and teacher performance as the way a teacher behaves in the process of teaching. In many studies reviewed here, especially in the "value-added" research, "effectiveness" is defined either implicitly or explicitly by the gains made by teachers' students on achievement tests. Throughout this review, the term "teacher effectiveness" is used broadly, to mean the collection of characteristics, competencies, and behaviors of teachers at all educational levels that enable students to reach desired outcomes, which may include the attainment of specific learning objectives as well as broader goals such as being able to solve problems, think critically, work collaboratively, and become effective citizens.

## CONCEPT OF ORGANIZATIONAL CLIMATE

Our society is an organizational society. The progress and welfare of a society depends on organizations. We as members of a society work and play our part in various organizations. So it may be said that organizations play a dominant role in our lives. We are involved in organizations as employees, students, clients, patients and citizens. Organizational climate is the term frequently employed to describe the psychological structure of organization and their sub units. Every educational institution has a personality uniqueness or climate of its own. Among the various interactions taking place in the school system, the interaction between the principal and the teachers decides or contributes to a large extent in determining the atmosphere or the climate. This climate affects the behaviour of the individual living and working in the environment which in turns influences their performance. Indeed, the overall quality of the school is greatly affected by its organizational climate. The effective teaching depends upon the organization of the school. The work of Halpin and Croft (1963) in early sixties began to influence the organizational climate and other variables including job satisfaction and the performance of the employees. The exercise of refinement and modification of the instrument was carried on by his followers in the field took into account the relationship of organizational climate and other variables, as organizational effectiveness, administrative styles, teacher's morale, leadership behavior, age, professional qualifications, job involvement, diffusion of innovations, quality of school life, social maturity of pupils and teacher effectiveness. "Organizational climate is the study of perceptions that individuals have of various aspects of the environments in the organizations" (Owens, 1998). "Organizational climate is a relatively enduring quality of the internal environment of an organization that (a) is experienced by its members, (b) influences their behavior, and (c) can be described in terms of the values of a particular set of characteristics or attributes of the organization" (Mullins, 1993). Therefore we can say that organizational climate plays important role in setting the atmosphere conducive for a particular organization. It is achieved through the interaction between the principal and teachers, between teachers and students and between the principal and students. The social interaction compels the principal, teachers and students to discuss mutually in area of planning, decision-making, problem solving and control.

## CONCEPT OF OCCUPATIONAL STRESS

Occupational stress is a growing problem worldwide, which results in substantial loss both to employees and organizations (Cotton and Hart: 2003). Stress related with a job or occupation is called occupational stress. Stress is a universal phenomenon, excess of which results in intense and distressing experience. The concept of stress was first introduced in the life sciences by Selye in 1936. It was derived from the Latin word 'stringere'; it means the experience of physical hardship, starvation, torture and pain. Selye 1974 defined stress as "the non-specific response of the body to any demand placed upon it". Occupational stress refers to a situation where occupation related factors interact with employee to change i.e. disrupts or enhance his / her psychological and or physiological conditions such that the person is forced to deviate from normal functioning (Jarvis: 2002). Occupational stress is generally defined in terms of relationship between a person and his environment. Every occupation has some stress, which may differ in its degree. So everyone has some stress with varying degree. Occupational stress has become increasingly common in teaching profession largely because of increased job complexities and increased economic pressure on individuals. A major source of distress among teachers is the result of failure of school to meet the social needs and job demands of the teachers. Teaching profession occupies important and prestigious place in society. Teacher is the principle means for implementing all educational programmes of the organizations of education. Claxton (1989) indicated that teaching is an occupation which is always demanding and changing**.** Stress has physical and emotional effects on us and can create positive or negative feelings. As a positive influence, stress can help compel us to action; it can result in a new awareness and an exciting new perspective. As a negative influence, it can result in feelings of distrust, rejection, anger, and depression, which in turn can lead to health problems such as headaches, upset stomach, rashes, insomnia, ulcers, high blood pressure, heart disease, and stroke. Stress is the "wear and tear" our bodies experience as we adjust to our continually changing environment. According to Selye, a pioneer researcher in stress reaction, "stress is the human response to changes that occur as a part of daily living." Stress comes from any situation or circumstance that requires behavioral adjustment. The teacher must be aware of his clear role of building up the nation. Teachers are over burdened with regular teaching load. A uniform work load for all the teachers may not be a satisfactory solution but differential work generates

discontent among teachers, occupational satisfaction is a necessary condition for a healthy growth of teacher's personality. A teacher at present has a vulnerable position and has low self-esteem and that is the main reason for psychological stress.

## REVIEW OF RELATED LITERATURE

The survey of the related literature is crucial aspect of the planning of the study, and the time spent in such a survey invariably is a wide investment. The review of the literature is an exacting task calling for deep insight, and clear perceptive of the overall field. It is a crucial step which invariably minimizes the risk of dead ends, rejected topics, reflected studies, wasted efforts discarded by previous investigators and even more important erroneous findings based on a faulty research design. The reviews of the literature promote a greater understanding of the problem and its crucial aspects and ensure the avoidance of unnecessary duplication. It also provides comparative data to evaluate and interpret the significance of one's findings.

**Bhatnagar (1979)** observed that the organizational climates of teacher training institutions in Uttar Pradesh were characterized by high level of hindrance factors, authoritarian, high academic emphasis, and low level of discipline, control and lack of facilities. In large institutions the climate was dominated by high authoritarianism, high trust, high academic emphasis and high degree of discipline and control as compared to small institutions.

**Dhillon (1984)** investigated relationship between occupational stress and job-satisfaction. The findings of the study revealed that perceived overall occupational stress and job indicate that satisfaction is negatively and negatively related. It was also noticed that job satisfaction is also negatively related to perceive stress on most of the job related variables.

**Agarwal (1986)** investigated relationship between organizational climate and job satisfaction. The study found that perception of organizational climate and job satisfaction yields moderate positive correlation. Teachers from technical and non-technical educational organization do not differ significantly in terms of expressed job satisfaction.

**Chadha and Rajinder Kaur (1988)** investigated correlation study of organizational climate with job involvement is significantly related with decision making, communication growth,

standard trust, recognition and motivation. Job satisfaction was also found to be related significantly with standard, support and grievance-management among white collar supervisors and with decision making, standard and motivation among blue collar supervisors.

**Biswas and De (1993)** conducted a study on effectiveness of secondary school teachers in Tripura and found that girls school teachers and co-educational school teachers differed significantly in teacher effectiveness and the girls' school teachers had more mean teacher effectiveness scores than that of the co-educational school teachers. It was found that the teachers belonging to the open climate differed significantly from those of the autonomous, controlled and closed climate.

**Anjali (1995)** observed that teachers having high values are more effective than those having low values. Emotional stability does not affect the effectiveness of teachers.

**Dhani (1997)** found that there is significant difference between the means of teaching effectiveness of high job satisfaction and low job satisfaction teachers.

**Indira (1997**) observed that in the teacher effectiveness and achievement orientation of two groups of lecturers i.e., below 35 years of age. Professional qualification of lecturers did not influence the level of teacher effectiveness and achievement orientation significantly.

**Venkatammal (1998)** studied occupational stress among university teachers and found no significant difference between teachers of Arts faculty and the teachers of Science faculty on occupational stress .Further found that male and female teachers do not differ significantly on occupational stress.

**Heller (2002)** observed that "the teachers and students function effectively when their basic needs are met and this contributes to a caring environment in which everybody cares for one another and invariably foster excellent teaching and learning atmosphere.

**Varshney (2003)** studied organizational climate of the high school of Varanasi city and found that on whole 18% of schools have an open climate, 20% schools being autonomous climate. Controlled climate revealed 18% school 28% schools have closed climate. There is no significant difference between the percentages of school falling into different climate.

**Ansu (2004)** conducted a study on occupational stress and burnout among Korean Secondary Physical Education Teachers'. The result of the study revealed that unexpectedly, job demand, stressors of role ambiguity, work overload and role conflict were positively related to the burnout.

**Yahaya** (**2007**) studied stress level of Secondary school teachers and observed that level of stress was medium among them. He also found that no relationship exists between stress factor and gender. Significant relationship was found between work load, teaching experience and age. The most dominant stress factor was students' discipline problem.

**Sunder (2010)** conducted a study on occupational stress in secondary level school teachers of Haryana. The results of the study revealed that teachers are overloaded as they have to do various non teaching works which are not revealed with their occupation and they also teach 36 periods in a week.

**Kouts and Saroj (2011)** found that male and female teachers exhibit equal level of teacher effectiveness. Teachers with high emotional intelligence were more effective in their teaching and have less occupational stress while teachers with low emotional intelligence have more occupational stress and less teacher effectiveness. There was no interaction between sex and emotional intelligence of the teachers on the basis of teaching effectiveness and occupational stress.

**Aftab and Khatoon (2012)** examined the relationship of a set of independent variables (gender, qualification, teaching experience, salary, subject taught and marital status) with occupational stress among secondary school teachers. The results of the study revealed that nearly half of the secondary school teachers experienced less stress towards their job and male displayed more occupational stress toward their jobs than the females. Teachers with an experience of 6-10 years faced the most occupational stress, and those with 0-5 years of experience faced the least. Findings of the study also revealed no significant differences between monthly salary, subject taught, marital status and occupational stress of secondary school teachers.

## NEED AND JUSTIFICATION OF THE STUDY

The whole advancement of our civilization is based on advancement of our education and qualitative improvement of education. There is need of healthy environment in schools. It is considered that environment of a school, meaning thereby that schools which have good environment, should achieve better, a healthy school environment continuously strives to bring satisfaction among its members. School teachers play a vital role in the educational process and all round development of the student. To meet the increasing needs of the students and to maximize the effectiveness of curriculum teachers need to develop and update their skills and competencies continuously. It is well accepted fact that the quality of nation depends upon the quality of the education imparted to its students which in turn depends upon the quality of teachers. Today, in the changing educational context; teachers are experiencing expanded duties and expectation in a variety in educational settings. As the teacher is the key person to make the educational system a success, therefore it is necessary that he/she should be provided all facilities so that he/she may discharge his/her duties earnestly and as it is universally accepted that a dissatisfied worker cannot do full justice with his job. In educational setting, the organizational climate is the blend of Principal's and Teacher's behavior. Organizational climate or environment of an institution is one of the factors that explicitly or implicitly influence the level of performance of teachers. A stress free teacher can teach effectively in the classroom and can provide a better quality of environment to make the school a challenging and interesting learning centre for the students. Organizational characteristics such as organizational policies, daily interaction with pupils, co-workers and fragmented demands of teaching in general, often lead to overwhelming pressure and challenges which further lead to stress and strain. Occupational stress, interactions with the students, parents and co workers, poor working conditions, inadequate administration, work load etc., are the numbers of the factors related to the job of the teachers. Occupational stress and strain in teaching results in both physiological and psychological ailments, which ultimately have deleterious effects on teacher's efficacy. For all this, the whole responsibility lies on the shoulders of teacher and a teacher cannot fulfill his duties till he/she has stress i.e. the teacher effectiveness is not fully possible if there is stress due to occupation. An occupation cannot achieve its goal unless its employees are satisfied with it. Education is regarded as an important weapon to gain skills and knowledge, and therefore anything that could lead to teachers' lack of productivity need to be addressed. A teacher being

inevitable part of the process has a significant role in the teaching learning. His role in nation building is well known. Neither the best curriculum nor the books of high quality confer a meaningful advantage unless the teacher fulfills his obligation with care and devotion. In his fall, has fallen the quality of education. And it will be in his rise alone that education will rise to the expected heights. The teacher, the main agent of change through education, undergoes so many strains and stresses during the discharge of his duties. Organizational climate or environment of a workplace is important factor that affect teachers' effectiveness. Prolonged occupational stress in teaching has been found resulting in both mental and physical ill health, ultimately having deleterious effect on teacher's professional efficiency. Organizational climate and occupational stress explicitly or implicitly influence the level of performance of teachers. Occupational stress and organizational climate are some of the variables identified from the literature just reviewed as having an influence on teachers' performance or productivity. In this context it becomes necessary to explore this field. After feeling the gravity of the situation, investigator has chosen this field.

### *STATEMENT OF THE PROBLEM*

Investigator stated the problem of study as under:

"ORGANIZATIONAL CLIMATE AND OCCUPATIONAL STRESS AS PREDICTORS OF TEACHER EFFECTIVENESS AT SECONDARY SCHOOL LEVEL"

## OBJECTIVES OF THE STUDY

Following are the objectives of the study:

1) To study organizational climate, occupational stress and teacher effectiveness of secondary school teachers.
2) To study and compare the teacher effectiveness of secondary school teachers with respect to their:
   *i) Organizational climate (ii) Gender (iii) Experience*

3) To study double and triple interaction effects of :

*i) Organizational climate and Gender*

*ii) Organizational climate and Experience*

*iii) Gender and Experience*

*iv) Organizational climate , Gender and Experience*

*on teacher effectiveness of secondary school teachers.*

4) To study and compare the teacher effectiveness of secondary school teachers with respect to their:

*i) Occupational stress (ii) Gender (iii) Experience*

*5)* To study double and triple interaction effects of :

*(i) Occupational stress and Gender*

*(ii) Occupational stress and Experience*

*(iii) Gender and Experience*

*(iv) Occupational stress, Gender and Experience*

on teacher effectiveness of secondary school teachers.

6) To study and compare the teacher effectiveness of secondary school teachers with respect to their:

*(i) Organizational climate ii) Occupational stress*

7) To study interaction effect between *Organizational climate and Occupational stress with* regard to teacher effectiveness of secondary school teachers.

*8)* To find out the correlation between teacher effectiveness and occupational stress of secondary school teachers irrespective of their organizational climate.

9) To find out the correlation between teacher effectiveness and organizational climate of secondary school teachers irrespective of their occupational stress.

10) To find out the correlation between teacher effectiveness and occupational stress as well as organizational climate (taken together) of secondary school teachers.

11) To study and compare predictive efficacy of organizational climate and occupational stress in determining teacher effectiveness among secondary school teachers.

## HYPOTHESES OF THE STUDY

Following are the hypotheses of the study:

$H_{01}$ Secondary school teachers do not differ significantly in teaching effectiveness with respect to their:

i) Organizational climate

ii) Gender

iii) Experience

$H_{02}$ There exists no significant interaction between

*i) Organizational climate and Gender*

*ii) Organizational climate and Experience*

*iii) Gender and Experience*

*iv) Organizational climates, Gender and Experience*

*w.r.t* teaching effectiveness of secondary school teachers.

$H_{03}$ Secondary school teachers do not differ significantly in teaching effectiveness with respect to their:

i) Occupational stress

ii) Gender

iii) Experience

$H_{04}$ There exists no significant interaction between

*i) Occupational stress and Gender*

*ii) Occupational stress and Experience*

*iii) Gender and Experience*

*iv) Occupational stress, Gender and Experience*

w.r.t. teaching effectiveness of secondary school teachers.

$H_{05}$ Secondary school teachers do not differ significantly in their teaching effectiveness with respect to their:

i) Organizational climate

ii) Occupational stress

$H_{06}$ Organizational climate and occupational stress do not interact significantly *w.r.t* teaching effectiveness of secondary school teachers.

$H_{07}$ There exists no significant relationship between teacher effectiveness and occupational stress of secondary school teachers irrespective of their organizational climate.

$H_{08}$ There exists no significant relationship between teacher effectiveness and organizational climate of secondary school teachers irrespective of their occupational stress.

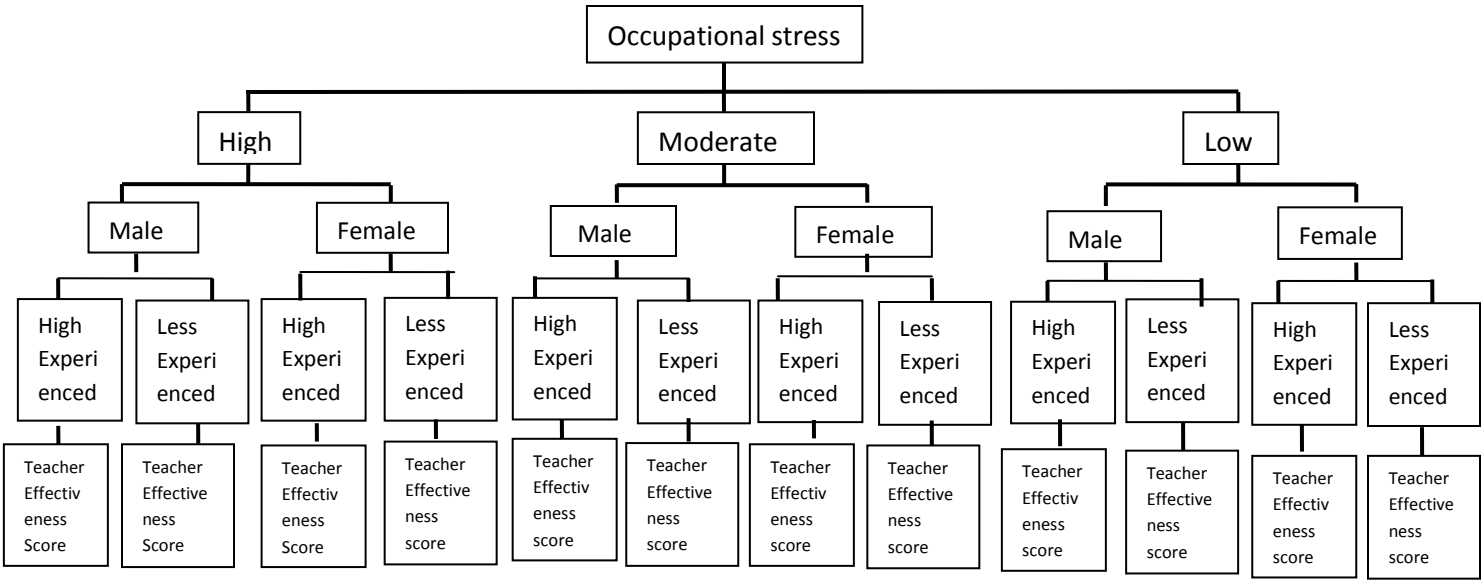
$H_{09}$ There exists no significant relationship between teacher effectiveness and occupational stress as well as organizational climate (taken together).

## METHOD AND PROCEDURE

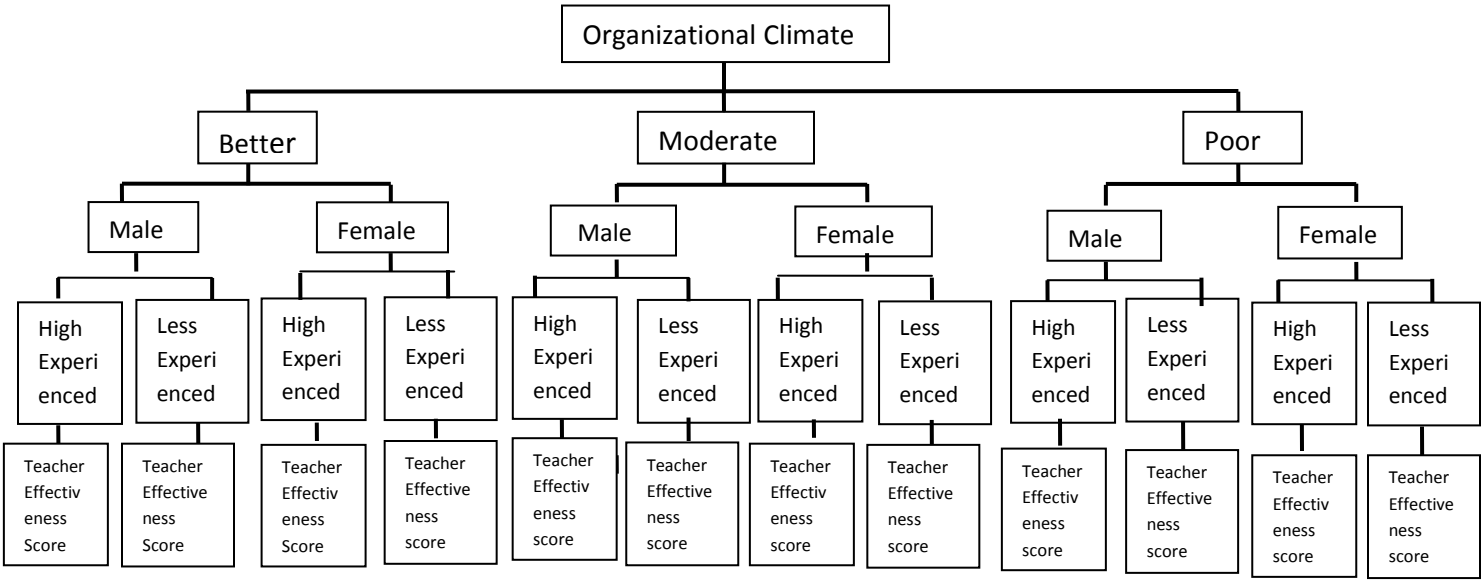
**RESEARCH METHOD:** In the present study, descriptive survey method of research will be used.

### DESIGN OF THE STUDY

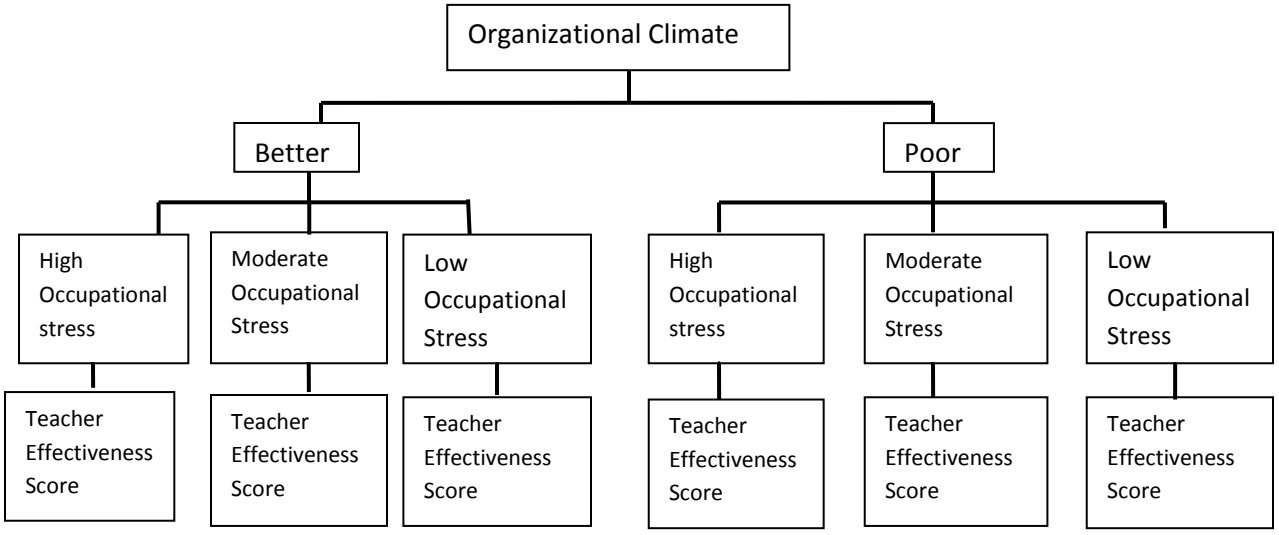
**OCCUPATIONAL, GENDER AND EXPERIENCE WISE LAY OUT OF THE 3x2×2 FACTORIAL DESIGN OF TEACHERS**



**ORGANIZATIONAL CLIMATE, GENDER AND EXPERIENCE WISE LAY OUT OF THE 3x2×2 FACTORIAL DESIGNS OF TEACHERS**




**ORGANIZATIONAL CLIMATE AND OCCUPATIONAL STRESS WISE LAYOUT OF THE 2×3 FACTORIAL DESIGNS OF TEACHERS**



**VARIABLE STRUCTURE:** In this study two types of variables are (i) Independent Variables and (ii) Dependent Variable.

Occupational stress and organizational climate will constitute independent variables and teacher effectiveness will be regarded as dependent variable.

**POPULATION:** All the teachers serving in high and senior secondary schools of Himachal Pradesh will constitute the population of the study.

**SAMPLE:** In this study convenient and multi-stage sampling will be used. Out of 12 districts of Himachal Pradesh four districts (Mandi, Shimla, Bilaspur and Hamirpur) will be selected conveniently by the researcher. These four districts will be selected keeping in view the number of educational blocks available in these districts. For proper and adequate sample multi-stage sampling procedure will be followed.

**Stage 1:** There are total 50 Educational Blocks (Shimla =20, Mandi=20, Hamirpur=5, Bilaspur= 5) in these four districts. In the first stage out of total 50 Educational Blocks, 10 Educational Blocks from Shimla, 10 Educational Blocks from Mandi, 3 Educational Blocks from Hamirpur and 3 Educational Blocks from Bilaspur districts will be selected through simple random sampling technique**.**

**Stage 2:** In second stage from the selected 26 Educational Blocks from the four districts: 70 high and senior secondary schools from Shimla, 70 from Mandi, 35 from Hamirpur, and 35 from Bilaspur districts will be selected through random sampling technique. From the selected 210 high and senior secondary schools all the teachers serving in the school will be taken as sample and approximately 1000 teachers will be selected.

## RESEARCH TOOLS TO BE USED/ DEVELOPED

1. **School Organizational Climate Description Questionnaire** will be developed by the investigator herself with the help of supervisor.
2. **Occupation Stress Index** developed by A.K. Srivastava and A.P. Singh (1984) will be used to assess the occupational stress of sampled teacher. This scale consists of 46 items

and related to different stresses-over-load, role-ambiguity, role conflict, group pressure, responsibility, under participation, powerlessness, poor peer relationship etc.

3. **Teacher Effectiveness Scale** developed by P. kumar and D.N. Mutha (1999 Revised Edition) will be used to assess the teacher effectiveness of sampled teachers. This scale consists of 69 items.

## STATISTICAL TECHNIQUES

To analyze the data following statistical techniques will be used by the investigator: Mean, 'Analysis of Variance' (i) 3x2x2 Factorial Designs (ii) 2x3 Factorial Design, Partial Correlation, Multiple Correlation and Simple Linear Regression.

## OPERATIONAL DEFINITIONS OF KEY TERMS USED

**Organizational climate:** refer to the enduring quality of the internal environment of an organization that is experienced by its members, influences their behavior, and can be described in terms of the values of a particular set of characteristics or attributes of the organization.

**Occupational Stress**- Occupational stress refers to a situation where occupation related factors interact with employee to change i.e. disrupts or enhance his / her psychological and or physiological conditions such that the person is forced to deviate from normal functioning as measured by A.K. Srivastava and A.P. Singh. (1984).

**Teacher effectiveness**: An effective teacher is one who helps in development of basic skills, understanding, proper work habits, desirable attitude, value judgment and adequate personal adjustment of students as measured by P. Kumar, and D.N. Mutha.

**Secondary school teachers**: Refers here to those teachers who teach $9^{th}$ and $10^{th}$ classes in government schools.

## DELIMITATIONS OF STUDY

1. The study will be restricted to four districts of Himachal Pradesh.
2. The study will be restricted to government High and senior secondary schools only.
3. The study will be restricted to teacher teaching $9^{th}$ and $10^{th}$ classes.

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